



Schofield Middle

224 Kershaw Street NE
Aiken, South Carolina

Grades	6-8 Middle School	
Enrollment	638 Students	
Principal	Carl White	803-641-2770
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

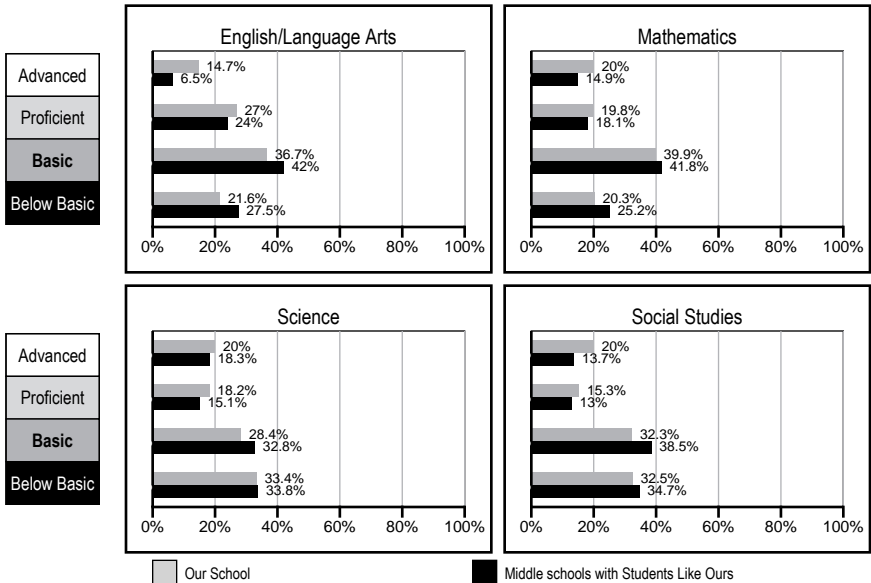
95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	16	20	2

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	98.1
English 1	100.0	97.6
Physical Science	0	46.5
All Subjects	100.0	97.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=638)				
Students enrolled in high school credit courses (grades 7 & 8)	34.5%	Down from 35.1%	29.4%	19.4%
Retention rate	1.9%	Down from 2.0%	1.7%	1.8%
Attendance rate	95.7%	Up from 95.4%	95.8%	95.8%
Eligible for gifted and talented	25.3%	Down from 30.6%	18.8%	15.3%
With disabilities other than speech	11.0%	Up from 10.9%	13.2%	12.9%
Older than usual for grade	3.1%	Up from 2.5%	2.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Up from 1.1%	0.8%	0.7%
Annual dropout rate	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	35.7%	Down from 40.5%	56.7%	55.0%
Continuing contract teachers	66.7%	Down from 69.0%	75.2%	70.6%
Teachers with emergency or provisional certificates	7.9%	Down from 8.3%	5.0%	5.4%
Teachers returning from previous year	89.2%	Down from 90.0%	86.8%	83.4%
Teacher attendance rate	95.5%	Up from 95.1%	95.0%	94.9%
Average teacher salary	\$45,068	Up 0.2%	\$45,357	\$44,706
Professional development days/teacher	12.5 days	Up from 8.2 days	13.2 days	11.8 days
School				
Principal's years at school	1.0	Down from 11.0	3.0	3.0
Student-teacher ratio in core subjects	23.1 to 1	Down from 25.5 to 1	21.9 to 1	20.1 to 1
Prime instructional time	90.2%	Up from 89.3%	89.1%	89.3%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.3%	Down from 87.1%	98.9%	98.0%
Character development program	Good	Up from Below Average	Good	Good
Dollars spent per pupil*	\$5,937	Down 1.5%	\$6,613	\$7,097
Percent of expenditures for instruction*	66.8%	Up from 65.3%	63.7%	64.4%
Percent of expenditures for teacher salaries*	61.5%	Up from 60.3%	60.1%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Schofield Middle School has a proud and rich history so we focus each day on contributions to this lasting legacy. It is our goal that every child learns and grows into productive citizens. Schofield Middle, a Title One school, has shown remarkable achievements this school year. Teachers and staff members promoted a climate that fostered success for every student. Our rigorous academic programs were aligned with state standards and every attempt was made to develop well-rounded students. Schofield Middle offered French, German, and Spanish. Students requested courses such as Art, Band, Keyboarding, Physical Education, Strings, Home Arts, or the Synergistic lab. Schofield Middle's mission is to provide a challenging academic program for our students in a safe, caring school environment, thus, facilitating a smooth transition from elementary to high school.

Schofield Middle School made significant progress during the 2007-2008 school year. Outstanding achievements included 28 Junior Scholars, 30 National Junior Beta Inductees, Academic Team County Champions, Football County Champions, Girls Basketball County Champions, first place Math Counts Chapter Team Completion, eighth place finish at the Math Counts State Completion, \$28,000 received from Raytheon Math Moves U Competition, nine students selected for the state level of the 2008 National History Day, one student selected for the National History Day, two students named in the Duke Talent Identification Program, one student selected for the All-State Band, sixteen students selected for the Region Band, thirty-nine students selected for All-County Band. In the Morris Museum Combining and Voices Literary Competition, Schofield students won first and second place in prose and poetry. Our Lego Robotics team promoted problem solving, research, and teamwork.

During 2007-2008, the school received an accreditation recommendation from AdvanceED (SACS). Upon receiving the accreditation, Schofield celebrated its achievement with the school community. Schofield's success was due to each stakeholder's dedication and personal involvement.

We are thankful for the support of parents, volunteers, community partners, district staff members, and the local school board. Together we will continue to build a lasting legacy at Schofield Middle School.

Carl White, Principal
Ann Jones, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	200	94
Percent satisfied with learning environment	94.9%	83.4%	80.9%
Percent satisfied with social and physical environment	100.0%	86.7%	80.4%
Percent satisfied with school-home relations	89.7%	89.8%	75.8%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	95.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	623	99.5	23.2	39	25.9	11.9	48.6	49.8	48.2	Yes	Yes
Gender											
Male	339	99.4	28.6	40.7	22.4	8.4	44.1	43.8	41.7	N/A	N/A
Female	284	99.7	16.6	37	30.2	16.2	54	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	276	99.6	6.4	31.4	38.6	23.5	76.5	59.8	60	Yes	Yes
African American	325	99.4	38.2	45.2	15	1.7	23.6	33.8	31.7	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	13	100	30.8	46.2	15.4	7.7	38.5	39.7	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	67	100	79.3	17.2	1.7	1.7	5.2	15.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	33.3	50	16.7	0	25	43	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	326	99.1	38.1	46.7	12.9	2.3	22.8	35.8	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	623	99.7	22.1	42.7	18.7	16.5	44.6	46.9	45.8	Yes	Yes
Gender											
Male	339	99.7	24.1	37.8	20.1	18	44.9	47.9	45.6	N/A	N/A
Female	284	99.7	19.6	48.7	17	14.7	44.2	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	276	99.6	8.3	31.1	27.7	33	70.5	57.2	59	Yes	Yes
African American	325	99.7	35.1	52	10.3	2.6	21.5	29.7	26.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	13	100	15.4	69.2	7.7	7.7	30.8	40.1	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	67	100	79.3	17.2	0	3.4	5.2	15.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	16.7	75	8.3	0	25	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	326	99.4	34.7	50.2	10.2	5	23.1	32.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	418	99.5	33.2	28.4	18.3	20.1	38.3	34.1	35.7	95.7	95.9
Gender											
Male	230	100	36.1	26	15.5	22.4	37.9	36.6	37.4	95.7	95.8
Female	188	98.9	29.7	31.4	21.7	17.1	38.9	31.3	33.8	95.7	96.1
Racial/Ethnic Group											
White	186	99.5	10.2	22	28.2	39.5	67.8	45.2	49.2	97	95.9
African American	215	99.5	54	34	9	3	12	16.4	17	94.6	95.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	98.4	97.6
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	95.2	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	93.5	95.8
Disability Status											
Disabled	47	100	84.6	10.3	2.6	2.6	5.1	12.8	14	94.4	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	28	24.4	94.8	96.5
Socio-Economic Status											
Subsidized meals	214	99.1	51.3	33.2	10.6	5	15.6	20.4	21.1	94.3	95.2

Social Studies

All Students	423	99.8	32.3	32.3	15.3	20.1	35.3	30.3	34	95.7	95.9
Gender											
Male	230	99.6	33	29.9	15.4	21.7	37.1	33.8	36.6	95.7	95.8
Female	193	100	31.5	35.4	15.2	18	33.1	26.5	31.3	95.7	96.1
Racial/Ethnic Group											
White	194	100	12.8	28.3	23.5	35.3	58.8	38.6	44.5	97	95.9
African American	215	99.5	51.5	35.4	7.1	6.1	13.1	17	19.1	94.6	95.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	98.4	97.6
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	95.2	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	93.5	95.8
Disability Status											
Disabled	39	100	73.5	20.6	2.9	2.9	5.9	10.7	14.4	94.4	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	23.9	27.3	94.8	96.5
Socio-Economic Status											
Subsidized meals	216	99.5	50.8	35.7	7.5	6	13.6	18.6	21	94.3	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	232	99.6	22.1	34.7	31	12.2	43.2
	7	223	99.1	29	36.2	24.2	10.6	34.8
	8	242	97.5	20.6	37.7	31.1	10.5	41.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	197	99	31.4	42.2	18.4	8.1	26.5
	7	219	99.5	16.5	38.8	32.5	12.1	44.7
	8	207	100	22.4	36.2	26	15.3	41.3
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	232	99.6	17.8	28.2	33.8	20.2	54
	7	223	98.7	26.2	35.9	19.4	18.4	37.9
	8	242	98.4	27.1	45.9	19.2	7.9	27.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	197	99	29.2	28.6	21.6	20.5	42.2
	7	219	100	15	48.8	15	21.3	36.2
	8	207	100	23	49.5	19.9	7.7	27.6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	116	99.1	28.6	24.8	21	25.7	46.7
	7	223	98.7	31.6	30.1	18	20.4	38.3
	8	121	98.4	34.2	31.6	15.8	18.4	34.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	97	99	50.5	20.9	17.6	11	28.6
	7	219	99.5	25.2	32.5	19.9	22.3	42.2
	8	102	100	34	26.8	15.5	23.7	39.2
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	116	100	11.1	35.2	24.1	29.6	53.7
	7	223	98.7	35.4	35.4	14.1	15	29.1
	8	119	99.2	31.6	54.4	9.6	4.4	14
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	99	100	21.3	33	17	28.7	45.7
	7	219	99.5	36.4	25.2	16	22.3	38.3
	8	105	100	34.3	46.5	12.1	7.1	19.2

Abbreviations for Missing Data

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